

Psychology 207
Life-Span Development
Moravian College
Fall 2012

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Class Time: MW 2:35-3:45pm Memorial 302
Office Hours: MW 7:30- 8:30 am
MW 1:00- 2:30 pm
By appointment as needed

Course Description: Life-Span Development focuses on the study of individual development as a life-long process. Representative theories, research, and controversial issues on conception and birth, infancy, childhood, adolescence, adulthood, and old age are examined. Biological, cognitive, social, and emotional aspects of development will be explored. The major focus of the course is to help the student gain insight into the multidimensional process of aging.

Specific Course Objectives:

1. To introduce the concepts of the human being from conception through old age.
2. To explore a number of current social and ethical issues which are a part of current life-span development.
3. To encourage application of cognitive, psychosexual, psychosocial, and moral theories to understand growth and development across the lifespan.
4. To apply evidence based research in developmental psychology in to understand issues unique to each stage of development.
5. To stimulate and challenge critical thinking and discussion among class participants.

Required Reading:

Berk, L. (2010). Exploring lifespan development. 2nd ed Boston: Allyn and Bacon.

Cohen, L.M. (2010). No good deed. New York: Harper-Collins.

Murtagh, L. and Ludwig, D.S. (2011). State intervention in life threatening childhood obesity. American Medical Association. 306 (2), 206-207.

Varness, T., Allen, D. B., Carrel, A.L., and Fost, N. (2009). Childhood obesity and medical neglect. Pediatrics 123, 399-406.

Additional readings as assigned.

Course Grade Analysis:

1. Exams: Students will complete 4 unit examinations each worth **80%** of the total grade.
2. Book Analysis: *No good deed*, written by Lewis Mitchell Cohen. This paper is worth **15%** of the

total grade. The assignment is due November 28, 2012 and requires verification that the student visited the Writing Center for input prior to submission.

3. Class participation assignments worth. These assignments are worth **5%** of the total grade and will be submitted in portfolio format mid semester and upon completion of the course.

Class Participation: Class attendance is required. Students are expected to be prepared for all class meetings; that means having completed assignments prior to attending class. Please arrive promptly in order to avoid distractions to other students. As a courtesy to others, please do not leave the classroom until the completion of the class time. Excused absences in the course are for hospitalization of the student or death in the immediate family. Five points will be deducted from the unit examination in which the absence has occurred.

Classroom Etiquette: In order to promote full engagement, cell phones will be turned off. Students who chose to use a cell phone (i.e. texting) during the class period will be asked to leave and receive an unexcused absence with a deduction of 2 points from the final grade. Students should arrive promptly and refrain from leaving the classroom during the 70 minute class.

Inclement Weather: College policy will be followed relative to inclement weather. Please check the College web-site or call (610) 625-7995 for any announcements relative to weather and the cancellation of class.

Learning Disability Accommodations: Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Academic Integrity: Plagiarism and cheating will not be tolerated. Plagiarism is the use of someone's work and the misrepresentation of the work as your own. Examples of plagiarism is failure to properly cite an author's work; using the author's words/thoughts as one's own; purchasing a paper from a professional service; using illustrations without citation etc. If uncertain about what constitutes plagiarism, it is the student's responsibility to seek clarification from the professor, librarian, or the Writing Center. Because of the no tolerance policy, ignorance of the policy is not acceptable. If there are grounds for suspicion of plagiarism, the assignment will be forwarded to the Dean for Academic Affairs. Please review Moravian College's policy on academic honesty found in the Student Handbook.

DATE	TOPIC	READINGS*
Week #1 8/27, 8/29	Course Overview 1. Major Periods of Development 2. Influences on Development 3. Overview of Theories a. Freud b. Erikson c. Piaget d. Kohlberg e. Vygotsky f. Bandura 4. Research Across the Lifespan: Protecting Vulnerable Populations	Read: Berk: Chapter 1 Complete: Berk: <i>"Ask Yourself"</i> Reflect: p. 9 Review, Apply, Reflect p. 27 Class Activity: Discuss Institutional Review Process and Implications
Week #2 9/5	Research across the Lifespan	
Week# 3 9/10, 9/12	Genetic Foundations Reproductive Choices	Read: Berk: Chapters 2, 3 Complete: Berk: <i>"Ask Yourself"</i> p. 74 Retrieve 1 evidence based research article (Nursing) to support healthy preventive measures during pregnancy. Discuss: Students will discuss the article findings relative to preventative measures during pregnancy. A 3-4 written paragraph summary of the findings will be completed for inclusion in mid-semester portfolio.
Week #4 9/17, 9/19	Prenatal Factors 1. Teratogens 2. Maternal Factors 3. Prenatal development End of material for Examination #1	
Week #5 9/24	Examination #1	
9/26	Overview of Labor and Delivery 1. Antepartum 2. Intrapartum 3. Postpartum	View: <i>Miracle of Life</i>
Week #6 10/1, 10/3	Overview of Labor and Delivery (Continued) The Amazing Newborn 1. Physiological 2. Developmental 3. Maternal Child Attachment	Read: Berk: Chapter 3

Week #7

10/10

Infancy

1. Physical
2. Cognition
3. Psychosocial
4. Psychosexual
5. Healthcare Concerns

Read: Berk: Chapters 4- 6

Play Therapy Activity for submission and inclusion in portfolio.

Week #8

10/15 , 10/17

Toddler

1. Physical
2. Cognition
3. Psychosocial
4. Psychosexual
5. Health Care Concerns

End of Material for Examination #2

Week #9

10/22

Examination #2

10/24

Attend Sipple Lecture in pm

Week #10

10/29, 10/31

Preschool/School Age

1. Physical
2. Cognition
3. Psychosocial
4. Psychosexual
5. Healthcare Concerns

Read: Berk: Chapters: 7-10

Complete: *Ask Yourself Activities*

Reflect: p. 187, p.204, p. 211

Read: Varness & Murtagh articles

Week # 11

11/5

Adolescence

1. Physical
2. Cognition
3. Psychosocial
4. Healthcare Issues

Read: Berk: Chapters: 11-12

11/7

Early Adulthood

1. Biological Aging
2. Psychological Concerns
3. The College/Vocation Experience

Read : Berk : Chapters 13-14

Complete: *Ask Yourself Reflection*
page 376 for portfolio

Week #12

11/12

Examination #3

11/14

Middle Adulthood

1. Physical Changes
2. Health Concerns
3. Theories of Psychosocial Midlife Development

Read: Berk: Chapters 15-16

Week #13
11/19

- Late Adulthood
1. Physical Changes
 2. Health Concerns
 3. Mental Disabilities
 4. Social Theories of Aging
- Happy Thanksgiving!*

Read: Berk: Chapters 17-19

Week #14
11/26, 11/28

Late Adulthood
End of Life Issues

Submit Book Analysis on 11/28

Week # 15
12/3

End of Life Issues

Retrieve American Cancer Society's
Advanced Directive *Five Wishes*
for discussion.

End of Material for Examination #4

12/5

Examination #4